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EXERCISES IN ARTICULATION

FOR

DEAF CHILDREN.

ARTHUR KINSEY.



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**EXERCISES IN ARTICULATION
FOR DEAF CHILDREN.**

A FULL COURSE
OF
EXERCISES IN ARTICULATION
FOR DEAF CHILDREN,

WITH
*ELEMENTARY LESSONS IN LANGUAGE
DESIGNED FOR THE FIRST TWO YEARS OF
INSTRUCTION.*

BY
ARTHUR KINSEY,
PRINCIPAL OF THE TRAINING COLLEGE FOR TEACHERS OF THE DEAF,
EALING, W.

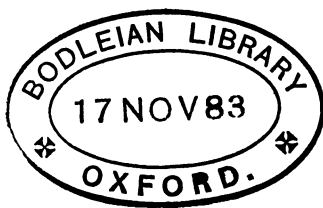
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P R E F A C E .

THE following Exercises have been arranged so as to form a complete course of articulation in all sounds of the English language, and which sounds are necessary to be mastered by the pupil before fluent and intelligent speech can be hoped for.

The time in which the mastery of the simple, compound, and combinations of sounds contained herein may be effected, will vary according to circumstances, *e.g.* length and number of lessons, age, capability, and attention of pupil ; but under favourable circumstances from eight to twelve months should suffice.

During these months the teacher should steadily bear in mind that articulation and lip-reading is the chief work in hand, reading and

writing being accessory, yet proceeding *pari passu*, *i.e.* every sound or combination of sounds *must* first be spoken by the teacher, lip-read by the pupil, and articulated till perfect; next, written by the teacher, articulated by the pupil from the written form, *i.e.* read, and finally written by the pupil himself.

The meanings of a few words may be taught (names of certain parts of the body), but merely as a reward, not in any way as a language lesson.

As this little work is compiled for teachers fully acquainted with the mechanism of speech and the procedure of the pure "German" or Oral system, it will not be necessary for the writer to enter into any explanation of its arrangement or manner of use. Notes, however, have been introduced before certain exercises where thought needful.

A text-book of language lessons embracing one year's course follows the articulation exercises.

Advanced language lessons will succeed the present publication.

Further, it is hoped, when time will permit,

that a comprehensive illustrated hand-book will be presented to teachers wishing to adopt the pure Oral System.

This work (already partly prepared), it is intended, will contain full directions and explanations of each branch of instruction necessary for imparting spoken and written language to the deaf, usually called the deaf and dumb.

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EXERCISES IN ARTICULATION

FOR

DEAF CHILDREN.

PART I.

EXERCISE 1.

The aspirate H.

This is a short, quick expulsion of breath, having no fixed distinctive formation, but assuming that of the succeeding vowel. If the emission be not abrupt, but continuous, something like a sigh will be the result, thus emptying the lungs. After a little practice a pupil should

be able to emit at least six expirations (representing *h*) before exhausting the air contained in the lungs.

h
h h h h h h
h H
h H

EXERCISE 2.

Wh.

This articulation is not heard in standard English, but is common to the Scotch, Irish, Welsh, Colonial, and American dialects. It should, however, be practised even with English children—as little trouble will arise afterwards in making them accept the vocal form (*wh*) as an equivalent for *w*. To be developed as shortly as possible, but well marked. Sometimes *wh* is equivalent to *h*, as in *who*, *whole*, &c. ; in dealing with such words it will be sufficient to draw a line through the initial *w*, to indicate its elision.

wh wh wh
wh Wh
wh Wh
h wh H Wh

All the continuous articulations should be uttered shortly, but strongly.

f
f f f f f f
f h wh h wh f wh f h
f F
f F
h H wh Wh f F
h H wh W f F

EXERCISE 4.

sh
sh sh sh sh sh sh
sh h wh f f wh h sh
sh Sh
sh Sh
h H wh Wh f F
h H wh Wh f F

EXERCISE 5.

th
th th th th th th
th h wh f sh sh f wh h th
th Th
th Th
h H wh Wh f F sh Sh
h H wh Wh f F sh Sh

EXERCISE 6.

p
p p p p p p
p f sh th wh wh th sh f p
p P
p P

EXERCISE 7.

t
t t t t t t
t p f sh th wh wh th sh f p t
t T
t T
p P th Th sh Sh
p P th Th sh Sh

Where the front upper teeth are defective, or wanting, the pure sibilant sound of *s* will not be obtained.

EXERCISE 8.

s

s s s s s s

s h wh f th sh p t s s s

s S

s S

p P t T

p P t T

EXERCISE 9.

The following double articulations occur frequently in words, either initially or finally; therefore it is important to practise them until they can be uttered with facility.

<i>sf sf sf</i>	<i>fs fs fs</i>
<i>sp sp sp</i>	<i>ps ps ps</i>
<i>st st st</i>	<i>ts ts ts</i>
<i>ths ths ths</i>	<i>fth fth fth</i>
<i>fths fths fths</i>	<i>pth pth pth</i>

<i>pths</i>	<i>pths</i>	<i>pths</i>	<i>ft</i>	<i>ft</i>	<i>ft</i>
<i>fts</i>	<i>fts</i>	<i>fts</i>	<i>pt</i>	<i>pt</i>	<i>pt</i>
<i>sht</i>	<i>sht</i>	<i>shpt</i>	<i>shpt</i>	<i>shpt</i>	

EXERCISE 10.

All the vowel sounds, even the compound ones, must be developed shortly, but well marked. If the pupil be allowed to lengthen them, a most unpleasant habit of drawling will be induced. Guard carefully against nasality and the addition of *er* after the vowel required.

It is to be remembered that pupils differ in their ability to imitate given sounds. When any considerable difficulty arises, the pupil must not be wearied, but allowed to go on to another sound or sounds, then gradually brought back again to the one where failure was experienced.

ä in fast.

	<i>a</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>a</i>
<i>wha</i>	<i>wha</i>	<i>fa</i>	<i>fa</i>	<i>tha</i>	<i>tha</i>	<i>sha sha</i>
	<i>pa</i>	<i>pa</i>	<i>ta</i>	<i>ta</i>	<i>sa</i>	<i>sa sa</i>
			<i>ha</i>	<i>ha</i>		

af af ath ath ash ash
 ap ap ap at at at
 faf fas fath shaf shap
 paf path paths pash pap pat pas
 taf tap tas tat tath tash
 aps ats afs aths ash aft
 apt ast asp spa sfa sta
 staf stat stafs stats fast
 past
 a A
 a A

EXERCISE 11.

â in fall.

â â â ä â ä â
 fa sha tha pa ta sa
 af as ath ap at ash
 fath fap fat fas shat
 thap that thaps thats sat
 sats sas pas pat pats
 sfa spa spat spats sta
 stat stats

EXERCISE 12.

The vowel *oo* is particularly susceptible to the short *er* being added by the pupil in recovering from the advanced and contracted labial position necessary for its production. Great care must be taken to prevent this.

oō in food.

oo oo oo ä â oō

hoo hoo hoo foo foo
 shoo shoo thoo poo too soo
 oof ooth oosh oop oot oos
 oofs ooths oops oots oost oopt
 hoof hoofs hoop hoops hoot hoots
 shoot shoots tooth stoop stoops
 stoopt

EXERCISE 13.

ä â oō

ä oō

ou in foul.

ou ou ou hou hou hou
 fou fou thou shou pou tou -sou

ouf outh oush oup out ous hous
 shout shouts sous south pout pouts
 stou spou stout spout spouts

ä

á

öö

ou

EXERCISE 14.

öö

ō in foal.



o o o fo tho sho po to so
 ho ho ho of oth osh op ot os
 hof hop hot ost ofs ops
 oths ots host hops hopt sop
 sops pop pops post posts test
 tests

ä á öö ou ō



EXERCISE 15.


h wh f th sh p t s
ä å ȫ ou o


The index-hand denotes the direction in which the Exercise is to be articulated.


 wh	 wh w
f	v
th	th
sh	zh
s	z
p	b
t	d


EXERCISE 16.


 whä	whä wä
whâ	wha wa
whȫ	whoo woo
whou	whou wou
whō	who wo
 fä	vä
fâ	va
fȫ	voo
fou	vou
fō	vo

	thä	thä
	thâ	tha
	thōō	thoo
	thou	thou
	thō	tho

	shä	zhä
	shâ	zha
	shōō	zhoo
	shou	zhou
	shō	zho

	pä	bä
	pâ	ba
	pōō	boo
	pou	bou
	pō	bo

	tä	dä	sä	zä
	tâ	da	sa	za
	tōō	doo	soo	zoo
	tou	dou	sou	zou
	tō	do	so	zo

	äv	âv	ōōv	ouv	ōv
	ath	ath	ooth	outh	oth
	azh	azh	oozh	ouzh	ozh

äb	âb	ōob	oub	ōb
ad	ad	ood	oud	od
az	az	ooz	ouz	oz

EXERCISE 17.

ä â \overline{oo} ou ō

ä *er*

er in fern.



fer	fer	sher	sher	ther	ther	
per	ter	ser	ver	zher	ther	
ber	der	zer	erf	ersh	erth	
erp	ert	ers	erv	erzh	erth	erb
			erd	erz		
			her	her		
erths	erps	erts	erfs	erbs	erds	
sper	ster	spers	sperz	sterz	spert	
			sperts			

EXERCISE 18.

ä â \overline{oo} ou ō *er*

\overline{oo} oo *in foot.*

er u in fun.

â o *in fox.*




foo	fu	fo
shoo	shu	sho

poo	pu	po
too	tu	to
soo	su	so
woo	wu	wo
boo	bu	bo
doo	du	do
oof	uf	of
oosh	ush	osh
oop	up	op
oot	ut	ot
oos	us	os
oov	uv	ov
oob	ub	ob
ood	ud	od

EXERCISE 19.

ä á \overline{oo} ou \bar{o} er oo u o ē

ē in feet.


 fē	thē	shē	pē	tē	sē	wē
ef	eth	esh	ep	et	es	
ve	the	zhe	be	de	ze	
ev	eth	ezh	eb	ed	ez	

e E

e E


EXERCISE 20.


 \overline{oo} *oo**er* *u**â* *o**ē* *i in fn.**i i i oo u o i*

	fi	shi	thi	pi	ti	si	wi
	if	ish	ith	ip	it	is	


EXERCISE 21.



i e fen.

	if	ef	is	es	ish	esh
	ith	eth	ip	ep	it	et
	iv	ev	id	ed	ib	eb
			iz	ez		
	fi	fe	si	se	shi	she
	pi	pe	ti	te	si	se
			wi	we		
	vi	ve	bi	be	di	de

	poof	puf	pof	pef	pif
	poot	pnt	pot	pet	pit
	soop	sup	sop	sep	sip
	foos	fus	fos	fes	fis

EXERCISE 22.

	<i>i</i>	<i>e</i>	<i>a</i>	<i>in fan.</i>		
 if	ef	af	fi	fe	fa	
ith	eth	ath	thi	the	tha	
ish	esh	ash	shi	she	sha	
ip	ep	ap	pi	pe	pa	
it	et	at	ti	te	ta	
is	es	as	si	se	sa	

 poof	puf	pof	paf	pef	pif	
foos	fus	fos	fas	fes	fis	
soop	sup	sop	sap	sep	sip	
poot	put	pot	pat	pet	pit	
 boot	but	bot	bat	bet	bit	
doof	duf	dof	daf	def	dif	
bood	bud	bod	bad	bed	bid	
dood	dud	dod	dad	ded	did	


EXERCISE 23.

ä å oo ou ò er oo u o


ä i î

î *in fine.*

fi thi shi pi ti si
wi

 vī thī bī dī zī
if ith ish ip it īs
iv ith izh ib id iz

ī

 fit fin pip tip tit
sit sid sis siz
bit bid din did

ī

spi spit spid spis spiz
sti stiz
ī I
i I

EXERCISE 24.

ā â oo ou ō er oo u o ī

ā ī ī

â ī oi

oi oi ī ī oi oi in foil.

foi shoi thoi poi toi soi
oif oip oit ois
voi boi doi oid


EXERCISE 25.

ä å ö ou ò er oo u o a e i î oi ē

ä å î oi ā


ā in fame.

ā ā î oi ā

 fā shā pā tā sā
va zha ba da za

wa

af ash ap at as
av azh ab ad az


 fāth fāt fās fād
shap shad shaz
pap pat pas pav pād pāth
tap tat tas tad sap sat
saf sad dat das dad dav
daz spash spat spas spad
stap stat stas stav stad
staz aps ats afs
waf wafs wat wats was
wast wasts wav wavs wad

wads

EXERCISE 26.


ä å oo ou ò er oo u o a e i î oi ā ē
 ē \overline{oo}

ū in fume.


	fu	tu	pu	su	
	vu	du	bu		
uf	ush	uth	ut	up	us
uv	uzh	uth	ud	ub	uz
fus	fuz	fud	thuz	tus	tub
pus	puz	sut	sup	stu	

EXERCISE 27.

h
 wh f th sh p t
 p t sh
 t sh
 tsh ch
 ch ch äch äch


	äch	ooch	ich
	âch	uch	oich
	\overline{oo} ch	och	äch
	ouch	ach	ēch
	ōch	ech	ūch
	erch	ich	

chä	choo	chī
châ	chu	choi
chōō	cho	chā
chou	cha	chē
chō	che	chū
cher	chi	

 chäch	chooch	chīch
châch	chuch	choich
chōōch	choch	chāch
chouch	chach	chēch
chōch	chech	chūch
cherch	chich	

EXERCISE 28.

ch j

 jă	joo	jī
jâ	ju	joi
jōō	jo	jā
jou	ja	jē
jō	je	jū
jer	ji	

+ 2 *

äj	ooj	īj
âj	uj	oij
ōj	oj	āj
ouj	aj	ēj
ōj	ej	ūj
erj	ij	


EXERCISE 29.

	<i>p</i>	<i>t</i>	<i>ch</i>	<i>k</i>
ä	äk	ook	īk	
â	âk	uk	oik	
ō	ōk	ok	āk	
ou	ouk	ak	ēk	
ō	ōk	ek	ūk	
er	erk	ik		
k	kä	koo	kī	
â	kâ	ku	koi	
ō	kō	ko	kā	
ou	kou	ka	kē	
ō	kō	ke	kū	
er	ker	ki		

☞	käk	kook	kik
	kâk	kuk	koik
	kōök	kok	kāk
	kouk	kak	kēk
	kōk	kek	kūk
	kerk	kik	
☞	chäk	chook	chik
	châk	chuk	choik
	chōök	chok	chāk
	chouk	chak	chēk
	chōk	chek	chūk
	cherk	chik	
	käch	kooch	kich
	kâch	kuch	koich
	kōoch	koch	kāch
	kouch	kach	kēch
	kōch	kech	kūch
	kerch	kich	

EXERCISE 30.


	<i>ch</i>	<i>j</i>	
	<i>k</i>	<i>g</i>	
☞	gä	goo	gī
	gâ	gu	goi

$\overline{g\bar{o}o}$	go	$g\bar{a}$
gou	ga	$g\bar{e}$
$\bar{g}o$	ge	$\bar{g}u$
ger	gi	
 äg	oog	$\bar{i}g$
âg	ug	oig
\overline{oog}	og	$\bar{a}g$
oug	ag	$\bar{e}g$
$\bar{o}g$	eg	$\bar{u}g$
erg	ig	

EXERCISE 31.

k s

x

 äx	oox	$\bar{i}x$
âx	ux	oix
\overline{oox}	ox	$\bar{a}x$
oux	ax	$\bar{e}x$
$\bar{o}x$	ex	$\bar{u}x$
erx	ix	

EXERCISE 32.

*g z**x*

äx	oogs	īgs
âgs	ugs	oīgs
ōogs	ogs	āgs
ougs	ags	ēgs
ōgs	egs	ūgs
ergs	igs	

EXERCISE 33.

l

lä	loo	lī
lâ	lu	loi
lōō	lo	lā
lou	la	lē
lō	le	lū
ler	li	
äl	ool	il
âl	ul	oil
ōol	ol	āl
oul	al	ēl
ōl	el	ūl
erl	il	

läl	lool	lil
lâl	lul	loil
l \overline{oo} l	lol	läl
loul		
löl	lal	lël
lerl	lel	lül
	lil	


EXERCISE 34.

r

rä	roo	rī
râ	ru	roi
r \overline{oo}	ro	râ
rou	ra	rē
rō	re	rū
rer	ri	
räl	r \overline{oo} l	ril
râl	rul	roil
r \overline{oo} l	rol	räl
roul	ral	rël
röl	rel	rül
rerl	ril	

EXERCISE 35.

m

 äm	oom	īm
âm	um	oim
ōom	om	ām
oum	am	ēm
ōm	em	ūm
erm	im	
mä	moo	mī
mâ	mu	moi
mōo	mo	mā
mou	ma	mē
mō	me	mū
mer	mi	
mäm	moom	mīm
mâm	mum	moim
mōom	mom	mām
moum	mam	mēm
mōm	mem	mūm
merm	mim	


EXERCISE 36.

m *n*

än	oon	in
ân	un	oin
oön	on	ān
oun	an	ēn
ōn	en	ūn
ern	in	
nä	noo	nī
nâ	nu	noi
nōo	no	nā
nou	na	nē
nō	ne	nū
ner	ni	
nän	noon	nīn
nân	nun	noin
nōon	non	nān
noun	nan	nēn
nōn	nen	nūn
nern	nin	
män	moon	mīn
mân	mun	moin

mōon	mon	mān
moun	man	mēn
mōn	men	mūn
mern	min	

nām	noom	nīm
nām	num	noim
nōom	nom	nām
noum	nam	nēm
nōm	nem	nūm
nerm	nim	




 fām	shām	thām	pām	tām	
sam	bam	kam	cham	lam	rām

fan	shan	than	pan	tan	san
ban	kan	chan	lan	ran	



maf	mash	math	map	mat
mas	mak	mach	mal	

naf	nash	nath	nap	nat
nas	nak	nach	nal	


EXERCISE 37.

	<i>m</i>	<i>n</i>	<i>ng</i>
	äng	oong	ing
	âng	ung	oing
	oong	ong	āng
	oung	ang	ēng
	ōng	eng	ūng
	erng	ing	
	ning	ning	ning
	toong	poong	soong
	tung	pung	sung
	tong	pong	song
	tang	pang	sang
	teng	peng	sing
	ting	ping	
	roong	loong	
	rung	lung	
	rong	long	
	rang	lang	
	reng	leng	
	ring	ling	

EXERCISE 38.

	<i>ng</i>	<i>k</i>	<i>nk</i>
	änk	oonk	ĩnk
	ânk	unk	oink
	ōonk	onk	ānk
	ounk	ank	ēnk
	ōnk	enk	ũnk
	ernk	ink	
	toonk	soonk	roonk
	tunk	sunk	runk
	tonk	sonk	ronk
	tank	sank	rank
	tenk	senk	renk
	tink	sink	rink

EXERCISE 39.


	<i>k</i>	<i>w</i>	
	<i>q</i>	<i>(qu)</i>	
	(kwä)	quoo	quĩ
	(quä)	quu	quoi
	quâ	quo	quā
	quō	qua	quē
	quou	que	
	quō	qui	
	quer		

EXERCISE 40.

ä u

äu

ä^r in far.


	fa ^r	sha ^r	pa ^r	ta ^r	sa ^r	la ^r	ra ^r
	ma ^r	na ^r	ka ^r	ga ^r	ja ^r	ba ^r	da ^r

EXERCISE 41.

â u

äu

â^r in fore.

	fâ ^r	sha ^r	pa ^r	ta ^r	sa ^r	la ^r	ra ^r
	ma ^r	na ^r	ka ^r	ga ^r	ja ^r	ba ^r	da ^r
			wa ^r				

EXERCISE 42.

oo u

oo^r in wooer.

soo ^r	boo ^r	doo ^r	roo ^r	too ^r	woo ^r
------------------	------------------	------------------	------------------	------------------	------------------


oo^r

shoo ^r	too ^r	poo ^r	oo ^r	roo ^r
-------------------	------------------	------------------	-----------------	------------------

EXERCISE 43.

ou u


ou^r in flour.

 shou ^r	pou ^r	tou ^r	sou ^r	bou ^r	dou ^r
lou ^r	kou ^r	gou ^r	mou ^r		

EXERCISE 44.

e u


e^r in pear.

 fe ^r	she ^r	<u>the</u> ^r	we ^r	pe ^r	te ^r	se ^r
be ^r	de ^r	le ^r	re ^r	me ^r	ne ^r	ke ^r
ge ^r						

EXERCISE 45.


i u

i^r in pier.

 fi ^r	wi ^r	pi ^r	ti ^r	si ^r	bi ^r	li ^r
mi ^r	ni ^r	ri ^r	gi ^r	di ^r	bi ^r	
		qui ^r				


EXERCISE 46.

i *u**iː* in *fire*.


 fiː shiː wiː tiː diː siː biː
 piː kiː giː liː miː niː riː
 quiː


EXERCISE 47.

ū *u**ūː* in *pure*.


 fuː shuː puː tuː suː duː
 kuː muː nuː luː

EXERCISE 48.

ō *u**ōː* in *mower*.


 shoː toː soː moː noː loː roː

EXERCISE 49.

oi u

oi^r in *destroyer*.moi^r noi^r roi^r loi^r koi^r tei^r

ā u

ā^r in *payer*.pā^r bā^r wā^r lā^r vā^rINITIAL, DOUBLE, AND TREBLE
ARTICULATIONS.

Care must be taken that the pupil does not introduce a whispered vowel sound between any two articulations.

EXERCISE 50.



sf sw sp st sm sn sl sk sq
 spl spr str skr (scr) shr fl fr thr
 thw pr pl br bl tr dr
 tw dw kl kr (cl, cr) gl gr





sfä swä spä stä smä snä
 sfā swa spa sta sma sna
 sfō swoo spoo stoo smoo snoo
 sfou swou spou stou smou snou
 sfō swo spo sto smo sno
 sfer swer sper ster smer sner


sfoo	swoo	spoo	stoo	smoo	snoo
sfu	swu	spu	stu	smu	snu
sfo	swō	spo	sto	smo	sno
sfa	swa	spa	sta	sma	sna
sfe	swe	spe	ste	sme	sne
sfi	swi	spi	sti	smi	sni
sfi	swi	spi	sti	smi	sni
sfoi	swoi	spoi	stoi	smoi	snoi
sfa	swa	spa	sta	sma	sna
sfe	swe	spe	ste	sme	sne
sfū	swu	spu	stu	smu	snu

	k	kw			
slä	scä	squä	splä	sprä	strä
slâ	sca	squa	spla	spra	stra
slōō	scoo	squoo	sploo	sproo	stroo
slou	scou	squou	splou	spron	strou
slō	sco	squo	splo	spro	stro
sler	scer	squer	spler	sprer	strer
sloo	scoo	squoo	sploo	sproo	stroo
slu	scu	squu	splu	spru	stru
slo	sco	squo	splo	spro	stro
sla	sca	squa	spla	spra	stra
sle	sce	sque	sple	spre	stre
sli	sci	squi	spli	spri	stri
sli	sci	squi	spli	spri	stri

sloi	scoi	squoi	sploi	sproi	stroi
slā	sca	squa	spla	spra	stra
slē	sce	sque	sple	spre	stre
slū	scu		splu	spru	stru


scrä	shrä	flä	frä	thrä
etc.	etc.	etc.	etc.	etc.

 prä	plä	brä	blä	trä	drä
prä	pla	bra	bla	tra	dra
proō	ploo	broo	bloo	troo	droo
prou	plou	brou	blou	trou	drou
prō	plo	bro	blo	tro	dro
prer	pler	brer	bler	trer	drer
proo	ploo	broo	bloo	troo	droo
pru	plu	bru	blu	tru	dru
pro	plo	bro	blo	tro	dro
pra	pla	bra	bla	tra	dra
pre	ple	bre	ble	tre	dre
pri	pli	bri	bli	tri	dri
pri	pli	bri	bli	tri	dri
proi	ploi	broi	bloi	troi	droi
prä	pla	bra	bla	tra	dra
prē	ple	bre	ble	tre	dre
 trā	trâ	trōō	trou	trō	trer
troo	tru	tro	tra	tre	tri
trī	troi	trā	trē	trū	

 cl ^k ä	cr ^k ä	glä	grä
clâ	cra	gla	gra
cl ^o oo	croo	gloo	groo
clou	crou	glou	grou
clō	cro	glo	gro
cler	crer	gler	grer
cloo	croo	gloo	groo
clu	cru	glu	gru
clo	cro	glo	gro
cla	cra	gla	gra
cle	cre	gle	gre
cli	cri	gli	gri
clī	cri	gli	gri
cloi	croi	gloi	groi
clā	cla	gla	gra
clē	cre	gle	gre


COMBINATIONS OF ARTICULATIONS OCCURRING TERMINALLY.

EXERCISE 51.

 ft	sp	st	fs	ths	fths	ps	pth	
pt	ct ^k	ts	mt	mp	lk	lp	lf	ks
lth	ls	nth	mf	ngth	lpt	nkt	mpt	

ckt lps lts ldi lks nts nch lfs
 ngths lths nst lst mst ngst lft
 mfs lks mpts nks ngs tths chd
 kst pst tst fts sps sts sks
 pts lpst ltst leht lkst ntst neht
 mpst mptst nkst ksts lfths ksths
 lb ld md mbd nd ngd lo bz
 mz nz ngz bd gd bz dz gz
 bd thd zd zhd vz thz lm lbd
 lbz ldz lzh mbz ndz nsh lod lmd
 lmz jd (dzh-d) lzhd (ndzhd) dth
 bst dst gst vst thst ldst lvst


EXERCISE 52.

 loft wosp lost moths wāfs fifth
 fifths lips depth dropt fakt bits
 dremt hump hulk bōlt help woolf
 helth puls ninth imf length
 helpt inkt impt silk helps
 kōlts milch sulks hints brānch
 gulfs lengths helths tenths agānst
 fālst fūmst singst gulft ājd
 imfs elks empts anks

tongs ätths wocht lookst äpst
 ätst gifts wosps costs äsks pikts
 dipts helpt hältst filcht pincht
 glimpst inkst twelfths texts
 sixths bulb held tōomb hemd
 end hangd twelv bilz himz bangz
 bronz ribd digd ebz odz egz
 livd brēthd azd cāvz
 ōthz elm bulbd bulbz fēldz
 bulzh handz rānzh volvd helmd
 relmz rājd vulzhd rānjd width
 widths ribst woodst sōothst
 hōldst

EXERCISE 53.

The following exercises are designed for preventing or eradicating the nasal tone so common to deaf pupils in the course of their instruction in spoken language. The combination of an explosive power placed initially, with an explosive or continuous breath power placed finally, prevents any nasality in the intervening vowel.

	päf	päth	pät	päk	päch
	pâf	pâth	pât	pâk	pâch

pōof	pōoth	pōot	pōok	pōoch
pouf	pouth	pout	pouk	pouch
pōf	pōth	pōt	pōk	pōch
perf	perth	pert	perk	perch
poof	pooth	poot	pook	pooch
puf	puth	put	puk	puch
pof	poth	pot	pok	poch
paf	path	pat	pak	pach
pef	peth	pet	pek	pech
pif	pith	pit	pik	pich
pīf	pīth	pīt	pik	pīch
poif	poith	poit	poik	poich
pāf	pāth	pāt	pāk	pāch
pēf	pēth	pēt	pēk	pēch
pūf	pūth	pūt	pūk	pūch




tāf	tāp	tāt	tāk	tāch
tāf	tāp	tāt	tāk	tāch
tōof	tōop	tōot	tōok	tōoch
touf	toup	tout	touk	touch
tōf	tōp	tōt	tōk	tōch
terf	terp	tert	terk	terch
toof	toop	toot	took	tooch
tuf	tup	tut	tuk	tuch
tof	top	tot	tok	toch

taf	tap	tat	tak	tach
tef	tep	tet	tek	tech
tif	tip	tit	tik	tich
tīf	tīp	tīt	tīk	tīch
toif	toip	toit	toik	toich
tāf	tāp	tāt	tāk	tāch
tēf	tēp	tēt	tēk	tēch
tūf	tūp	tūt	tūk	tūch



kāf	kāp	kāth	kāt	kāk	kāch
kāf	kāp	kath	kāt	kāk	kāch
kōof	kōop	kōoth	kōot	kōok	kōoch
kouf	koup	kouth	kout	kouk	kouch
kōf	kōp	kōth	kōt	kōk	kōch
kerf	kerp	kerth	kert	kerk	kerch
koof	koop	kooth	koot	kook	kooch
kuf	kup	kuth	kut	kuk	kuch
kof	kop	koth	kot	kok	koch
kaf	kap	kath	kat	kak	kach
kef	kep	keth	ket	kek	kech
kif	kip	kith	kit	kik	kich
kīf	kīp	kīth	kīt	kīk	kīch
koif	koip	koith	koit	koik	koich
kāf	kāp	kāth	kāt	kāk	kāch
kēf	kēp	kēth	kēt	kēk	kēch
kūf	kūp	kūth	kūt	kūk	kūch

	chäf	chäp	chäk	chäch
	châf	châp	châk	châch
	choōf	chōōp	chōōk	chōōch
	chouf	choup	chouk	chouch
	chōf	chōp	chōk	chōch
	cherf	cherp	cherk	cherch
	choof	choop	chook	chooch
	chuf	chup	chuk	chuch
	chof	chop	chok	choch
	chaf	chap	chak	chach
	chef	chep	chek	chech
	chif	chip	chik	chich
	chīf	chīp	chīk	chīch
	choif	choip	choik	choich
	chāf	chāp	chāk	chāch
	chēf	chēp	chēk	chēch
	chūf	chūp	chūk	chūch

PART II.

LANGUAGE.

ALL the sounds necessary to the English language having been mastered, the pupil will next be taught the names and arrangement of the letters of the alphabet.

EXERCISE 1.

		Small letters.	Capital letters.	Figures.
<i>a</i>	<i>ā</i>	a	A	1
<i>b</i>	<i>bē</i>	b	B	2
<i>c</i>	<i>sē</i>	c	C	3
<i>d</i>	<i>dē</i>	d	D	4
<i>e</i>	<i>ē</i>	e	E	5
<i>f</i>	<i>ef</i>	f	F	6
<i>g</i>	<i>jē</i>	g	G	7
<i>h</i>	<i>āch</i>	h	H	8
<i>i</i>	<i>ī</i>	i	I	9
<i>j</i>	<i>jā</i>	j	J	10

		Small letters. Capital letters.	
<i>k</i>	<i>kā</i>	<i>k</i>	<i>K</i>
<i>l</i>	<i>el</i>	<i>l</i>	<i>L</i>
<i>m</i>	<i>em</i>	<i>m</i>	<i>M</i>
<i>n</i>	<i>en</i>	<i>n</i>	<i>N</i>
<i>o</i>	<i>ō</i>	<i>o</i>	<i>O</i>
<i>p</i>	<i>pē</i>	<i>p</i>	<i>P</i>
<i>q</i>	<i>kū</i>	<i>q</i>	<i>Q</i>
<i>r</i>	<i>āu</i>	<i>r</i>	<i>R</i>
<i>s</i>	<i>es</i>	<i>s</i>	<i>S</i>
<i>t</i>	<i>tē</i>	<i>t</i>	<i>T</i>
<i>u</i>	<i>ū</i>	<i>u</i>	<i>U</i>
<i>v</i>	<i>vē</i>	<i>v</i>	<i>V</i>
<i>w</i>	<i>dublū</i>	<i>w</i>	<i>W</i>
<i>x</i>	<i>eks</i>	<i>x</i>	<i>X</i>
<i>y</i>	<i>wī</i>	<i>y</i>	<i>Y</i>
<i>z</i>	<i>zed</i>	<i>z</i>	<i>Z</i>

In commencing language the teacher will make a practice, every morning, of writing the day of the week and the date at the top of the black-board, calling the attention of the pupils to the circumstance.

As an introduction to object-teaching, the

following objects will be taught without the Article :—

thumb	mouth	tooth	nose	eye	face
lip	ear	cheek	chin	arm	foot

In proceeding to the naming of things in conjunction with the two forms of the indefinite Article, the pupils attention must be carefully directed to the following arrangement :—

EXERCISE 2.

an . . . a

a { *b*
c
d

an . . . e

a { *f*
g
h

an . . . i

a { *j*
k
l
m
n

an . . . o

a {
p
q
r
s
t

an . . . u

a {
v
w
x
y
z

a mouth—a thumb—a tooth—a nose—a face—
a lip—a cheek—a chin—a foot—a tongue—
a head
an arm—an eye—an iron—an owl—an urn

EXERCISE 3.

What is ?

That is.

What is that ?

That is a mouth
tooth
nose

What is that ?

That is a lip
 tongue
 cheek
 chin
 an eye
 an ear
 a face
 head
 neck
 thumb
 finger
 nail
 hand
 an arm
 a toe
 foot
 knee
 leg
 body

EXERCISE 4.

What is that ?

That is a boy
 girl

What is that ?

That is a man

woman

baby

a jacket, a coat, a waistcoat, a hat, a cap, a shirt,
 a collar, a tie, a boot, a shoe, a slipper, a sock,
 a glove, a lace, a button, a cuff, a handkerchief,
 a frock, a dress—boot, shoe, slipper, glove, sock,
 stocking

What is that ?

That is a pen

desk

chair

form, table, slate, book, pencil, copy-book,
 pointer, duster, ruler, (ink), an ink-stand, slate-
 pencil, clock, piece of chalk, sponge, blackboard,
 cupboard, map, picture, door, window, floor, wall,
 ceiling, fire, fire-place, fender, grate, poker, pair
 of tongs, fire-shovel, fire-guard, hearth-rug, (oil-
 cloth), mantel-piece, room.

EXERCISE 5.

*Where is ?**There is.*

Question.

Answer.

A chair—Where ?

There.

A desk

Question.

A table—Where?

A slate

A pen

Answer.

There.

Where is a chair?

desk

table

slate

pen

form

book

There is a chair

desk

table

slate

pen

form

book

In teaching the definite Article objects should be selected of which there is only one in the room.

EXERCISE 6.

the

Where is the blackboard? There is the blackboard

the clock

the clock

the fender

the fender

the sponge

the sponge

EXERCISE 7.

Where is *the* duster ?

the clock

the fire

the fire-place

the grate

the mantel-piece

the hearth-rug

the poker

the fire-shovel

the floor

the ceiling

the door

the window

the fire-guard

There is *the* duster

the clock

the fire

the fire-
place

the grate

the mantel-
piecethe hearth-
rug

the poker

the fire-
shovel

the floor

the ceiling

the door

the window

the fire-
guard

EXERCISE 8.

a an

Where is a boy ?	There is a boy
girl	girl
man	man
woman	woman
duster	duster
ruler	ruler
pencil	pencil
piece of chalk	piece of chalk
copy-book	copy-book
slate-pencil	slate-pencil
an ink-stand	an ink-stand

EXERCISE 9.

Where is John ?	There is John
James	James
Henry	Henry
Alfred	Alfred
William	William
Annie	Annie

Where is Mary ?

Susan

Kate

etc.

There is Mary

Susan

Kate

etc.

EXERCISE 10.

What is John ?

James

Henry

Alfred

William

Annie

Mary

Susan

Kate

John is a boy

Annie is a girl

EXERCISE 11.

Who is ?

Who is that ?

That is John

James

4 *

Who is that ?

That is Henry

Alfred

William

Annie

Mary

Susan

Kate

Who is that ?

That is Mr. Smith

That is Mrs. Robinson

That is Mr. Jones

That is Mrs. Brown

That is Miss Grey

EXERCISE 12.

What are those ?

Those are pens

pencils

chairs

tables

desks

maps

slates

books

copy-books

pictures

What are those ? Those are picture-books

rulers

horses

cows

dogs

ducks

cats

fowls

boys

girls

apples

pears

plums

trees

flowers

etc.

etc.

EXERCISE 13.

What is that ? That is a man

woman

boy

girl

baby

What am I ? You are a man
 woman

What are you ? I am a boy
 girl

What is William ? William is a boy
Mary ? Mary is a girl
Mr. Green ? Mr. Green is a man
Miss Brown ? Miss Brown is a woman

EXERCISE 14.

Sit down	Stand up	Come to me
Go away	Go to the desk	Come to me
	table	
	window	
	door	
	fire-place	
	cupboard	
	black-board	

EXERCISE 15.

Open the door	Shut the door
window	window
desk	desk
cupboard	cupboard
book	book
copy-book	copy-book
picture-book	picture-book

EXERCISE 16.

Walk to the door	Run to me
window	Run to me
desk	
cupboard	
fire-place	

EXERCISE 17.

Run to the door	Walk to me
window	
desk	
cupboard	
fire-place	

EXERCISE 18.

Point. *Touch.*

Point to the door	Touch the door
window	window
desk	desk
etc.	etc.
William	William
etc.	etc.

EXERCISE 19.

Look.

Look at William	Look at the clock
Mary	fire-place
Robert	black-board
Mr. Brown	table
Miss Green	cupboard
etc.	etc.

EXERCISE 20.

Stand up. *Sit down.**Stand up.*

What are you doing ? I am standing up

Sit down

What are you doing ? I am sitting down

EXERCISE 21.

Walk.

What are you doing ? I am walking

Run

What are you doing ? I am running

What am I doing ? You are standing up
 sitting down
 walking
 running
 pointing

What is William doing ? William is sitting
 standing
 etc.

What am I doing ? You are writing

What is William doing ? William is writing

Write " boy "

What are you doing ? I am writing

EXERCISE 22.*Give.*

Give me the pointer
duster
sponge

Give me a chair
a book
a copy-book
a picture-book
a pen
a pencil
a ruler
a slate
etc.

EXERCISE 23.*Put. On.*

Put the book on the desk
table
chair
mantel-piece
cupboard
form
floor

Put the book on the desk
Where is the book ? The book is on the desk

Put the book on the table
Where is the book ? The book is on the table

Put the book on the chair
Where is the book ? The book is on the chair
etc.

EXERCISE 24.

Bring.

Bring the pointer to me
Give me the pointer
Put the pointer on the table

Put the pointer on the desk
Bring the pointer to me
Put the pointer on the chair
Bring the pointer to me
Put the pointer on the mantel-piece
Bring the pointer to me
Put the pointer on the table
Bring the pointer to me

EXERCISE 25.

Take.

Take the pencil to Mr. Brown
 Bring the pencil to me
 Take the pencil to Miss Green
 Bring the pencil to me
 Take the pencil to William
 Bring the pencil to me
 etc.

Bring William to me
 Mary to me
 Alice to me
 etc.

EXERCISE 26.

*(The abacus is to be used.)**How many.*

1 2 3 4 5 6 7 8 9 10
one, two, three, four, five, six, seven, eight, nine, ten

What is that? That is a ball
 What are those? Those are balls

How many balls are there?

There are 2 balls

3 balls

4

5

6

7

8

9

10

How many balls are there ?

There is 1 ball

How many books are there ?

There is one book

are 2 books

3

4

5

6

7

8

9

10

How many ?

How many pens are there ?

There are 7 pens

3

4

5

How many pens are there ?

There is 1 pen
 are 2 pens
 is 1 pen
 are 7 pens
 8 pens
 is 1 pen

EXERCISE 27.

Show.

Show me 3 balls

7 balls

1 ball

1 book

1 pen

5 pencils

7 slates

etc. etc.

Write 1 2 3 4 5 6 7 8 9 10

EXERCISE 28.

Have.

Has.

What is that ?

That is a face

The pupil must repeat the following, pointing at the same time to the parts mentioned :—

I have a face

I have a face

nose

mouth

chin

head

body

You have a face

nose

mouth

chin

head

body

William *has* a face

William has a face

nose

mouth

chin

head

body

Alice has a face

Alice has a face, etc.

A horse has a face

A horse has a face
etc.

A sheep has a face

A sheep has a face
etc.

EXERCISE 29.

How many thumbs have you ? I have two thumbs

eyes	eyes
arms	arms
hands	hands
cheeks	cheeks
lips	lips
feet	feet
legs	legs
fingers	8 fingers
toes	10 toes

EXERCISE 30.

How many thumbs have I ? You have two thumbs

eyes	eyes
arms	arms

How many hands have I ?	You have two hands
cheeks	cheeks
lips	lips
feet	feet
legs	legs
fingers	8 fingers
toes	10 toes

How many faces have you ?	I have one face
mouths	mouth
noses	nose
chins	chin
bodies	body
necks	neck
heads	head

How many faces have I ? You have one face
etc.

EXERCISE 31.

How many faces has William ?
William has one face
etc.

EXERCISE 32.

How many legs has a horse ? A horse has 4 legs

eyes	2 eyes
mouths	1 mouth
noses	1 nose
ears	2 ears
feet (hoofs)	4 hoofs

How many legs has a sheep ? A sheep has 4 legs
etc.

EXERCISE 33.

Yes. No. Not.

Have you a face ? Yes, I have a face

~~Have you a mouth ?~~ Yes, I ~~have a mouth~~
etc.

Have you 2 thumbs ? Yes, I have 2 thumbs
etc.

Has William a face ? Yes, William has a face
etc.

Have I a face ? Yes, you have a face

Has the horse a face ? Yes, the horse has a face
etc.

Have you 3 thumbs ?	No, I have not 3 thumbs
5 noses	„ 5 noses
Have you 4 legs ?	„ 4 legs
4 arms	„ 4 arms
6 eyes	„ 6 eyes
7 ears	„ 7 ears
Have you 4 legs ?	No, I have not 4 legs
Has a horse 4 legs ?	Yes, a horse has 4 legs
etc.	etc.

EXERCISE 34.

	1	2	3	4	5	6	7	8	9
0	{ nought				8	eight			
	{ nothing				9	nine			
	{ a cipher				10	ten			
1	one				11	eleven			
2	two				12	twelve			
3	three				13	thirteen			
4	four				14	fourteen			
5	five				15	fifteen			
6	six				16	sixteen			
7	seven				17	seventeen			

18	eighteen	43	forty-three
19	nineteen	44	forty-four
20	twenty=two tens	45	forty-five
21	twenty-one	46	forty-six
22	twenty-two	47	forty-seven
23	twenty-three	48	forty-eight
24	twenty-four	49	forty-nine
25	twenty-five	50	fifty=five tens
26	twenty-six	51	fifty-one
27	twenty-seven	52	fifty-two
28	twenty-eight	53	fifty-three
29	twenty-nine	54	fifty-four
30	thirty=three tens	55	fifty-five
31	thirty-one	56	fifty-six
32	thirty-two	57	fifty-seven
33	thirty-three	58	fifty-eight
34	thirty-four	59	fifty-nine
35	thirty-five	60	sixty=six tens
36	thirty-six	61	sixty-one
37	thirty-seven	62	sixty-two
38	thirty-eight	63	sixty-three
39	thirty-nine	64	sixty-four
40	forty=four tens	65	sixty-five
41	forty-one	66	sixty-six
42	forty-two	67	sixty-seven

68	sixty-eight	85	eighty-five
69	sixty-nine	86	eighty-six
70	seventy=seven tens	87	eighty-seven
71	seventy-one	88	eighty-eight
72	seventy-two	89	eighty-nine
73	seventy-three	90	ninety=nine tens
74	seventy four	91	ninety-one
75	seventy-five	92	ninety-two
76	seventy-six	93	ninety-three
77	seventy-seven	94	ninety-four
78	seventy-eight	95	ninety-five
79	seventy-nine	96	ninety-six
80	eighty=eight tens	97	ninety-seven
81	eighty-one	98	ninety-eight
82	eighty-two	99	ninety-nine
83	eighty-three	100	one hundred=ten tens
84	eighty-four		

100

Addition.

To be taught by the abacus, or counters, figures and words being used at the same time.

One and one are two $1 + 1 = 2$

One and two are three $1 + 2 = 3$

One and three are four $1 + 3 = 4$

etc. etc. etc.

One and nineteen are twenty $1 + 19 = 20$

One and one are two $1 + 1 = 2$

Two and two are four $2 + 2 = 4$

Three and three are six $3 + 3 = 6$

etc. etc.

Fifty and fifty are one hundred $50 + 50 = 100$

Multiplication Table.

Will be taught by means of the abacus. To be repeated orally, and written on the board, as follows :—

Twice one are two $1 \times 2 = 2$

Twice two are four $2 \times 2 = 4$

Twice three are six $3 \times 2 = 6$

Twice four are eight $4 \times 2 = 8$

Twice five are ten $5 \times 2 = 10$

Twice six are twelve $6 \times 2 = 12$

Twice seven are fourteen $7 \times 2 = 14$

Twice eight are sixteen $8 \times 2 = 16$

Twice nine are eighteen $9 \times 2 = 18$

Twice ten are twenty $10 \times 2 = 20$

Twice eleven are twenty-
two $11 \times 2 = 22$

Twice twelve are twenty-
four

$$12 \times 2 = 24$$

etc. etc. etc.

EXERCISE 35.

What is that ? That is a horse

What am I ? You are a man

What are you ? I am a boy

What is William ? William is a boy

What is Alice ? Alice is a girl

Am I a boy ? No, you are not a boy

 You are a man

Are you a man ? No, I am not a man

 I am a boy

Is William a boy ? Yes, William is a boy

 etc. etc.

EXERCISE 36.

He. She.

Is Alice a boy ? No, Alice is not a boy

Alice }
she } is a girl

Is William a girl ? No, William is not a girl

William
he } is a boy

Is Henry a horse ? No, Henry is not a horse

He is a boy

etc. etc.

EXERCISE 37.

Is that a horse ? Yes, that is a horse

Is that a horse ? No, that is not a horse

That is a sheep

etc. etc.

EXERCISE 37a.

The teacher will write on the board :—

Sunday	} 7 days	
Monday		
Tuesday		
Wednesday		
Thursday		} one week
Friday		
Saturday		

To-day is ——

What is to-day ? To-day is ——

Yesterday was ——

What was yesterday ? Yesterday was ——

To-morrow will be ——

What will to-morrow be ? To-morrow will be ——

Yesterday was Sunday

To-day is Monday

To-morrow will be Tuesday

The next day will be Wednesday

The day after Wednesday will be Thursday

Thursday

Friday

Friday

Saturday

How many days are there in a week ?

There are seven days in a week.

What are the days of the week ?

The days of the week are ——, etc. etc.

EXERCISE 38.

Colour.

(Colours arranged on cardboard will be used in this lesson at first.)

What is that ?

That is a colour

What colour is that ?

That is a red colour

blue „

yellow „

green „

orange „

What colour is that ?

That is a purple colour

white „

black „

grey „

(*Abacus can be used.*)

What is that ?

That is a ball

What is the colour of the ball ?

The colour of the ball is red

blue

yellow

white

EXERCISE 39.

Shape. Square—round.

What is that ?

That is a book

What colour is the book ? The book is red

What shape is the book ?

The shape of the book is square

What is that ? That is a table

What is the shape of the table ?

The shape of the table is round

What shape is the map ?

The shape of the map is square

What shape is the plate ?

The shape of the plate is round

Oval—oblong.

What is that ? That is a dish

What shape is the dish ?

The shape of the dish is oval

What shape is the table ?

The shape of the table is oblong
etc. etc.

EXERCISE 40.

on and

Put the pointer upon the table

What is on the table ? The pointer is on the table

Put the sponge on the table

What is on the table ? *

* There being now two objects on the table, the pupil may be allowed to frame the answer as follows :—

The pointer is on the table

The sponge is on the table

The teacher will then strike out after “ pointer ” the words “ is on the table,” substituting “ and,” altering the capital T before sponge, and changing “ is ” to “ are.”

This exercise must be practised with a variety of objects, until the pupil understands the form to be used.

Next to proceed to three or more objects, for example ;—

Put the duster and the pointer upon the table

Put the sponge and the slate upon the table

What is on the table ?

The pupil may be allowed to form the answer as follows :—

The duster and the pointer and the sponge
and the slate are on the table

The teacher will correct, substituting commas for “ and the ” where necessary.

in into under

Put the book into the desk

Where is the book ? The book is in the desk
etc.

Put the basket under the table

Where is the basket ?
The basket is under the table
etc.

Put the slate upon the desk

Where is the slate ? The slate is on the desk

Put the book into the desk, the slate upon the
desk, and the basket under the desk

Where are the book, slate, and basket ?

The book is in the desk, the slate is on the desk,
and the basket is under the desk

After practising this form with a variety of objects and places, the pronoun "it" may be introduced, for example ;—

The books are on the desk, the slate is in it, and
the basket is under it
etc.

EXERCISE 41.

holding carrying

What am I doing? You are holding the book

What are you doing? I am holding the book

What is William doing?

William is holding the book

What am I doing?

You are (walking, carrying, and holding)
the book.

What is William doing?

William is carrying the book

What are you doing? I am carrying the book
etc.

EXERCISE 41a.

*What did?**Present—give open shut go come**Past—gave opened shut went came*

Give me a pen

What did you do? I gave* you a pen

* The teacher may draw a line down the black-board, writing on the left side at the top “present,” on the right side “past,” and as new verbs are introduced they are to be written down.

Open the door

What did you do? I opened the door

Shut the door

What did you do? I shut the door

Go to the window

What did you do? I went to the window

Come to me

What did you do? I came to you

Go and open the door

What did you do? I went and opened the door

Come and open my desk

What did you do? I came and opened your desk

etc.

EXERCISE 42.

What is that ?	That is a table	}	things
	chair		
	desk		
	map		
	picture		
	cupboard		
	etc.		

What are those ? Those are things

What is that ?	That is a horse	}	animals
	sheep		
	cow		
	lamb		
	pig		
	dog		
	cat		
	etc.		

What are those ? Those are animals

What is that ?	That is a fowl	}	birds
	pigeon		
	stork		
	duck		

What is that ?	That is a goose	}	birds
	turkey		
	sparrow		
	robin-		
	redbreast		
	canary		

What are those ? Those are birds

What is that ?	That is a salmon	}	fishes
	cod		
	mackerel		
	herring		
	sprat		
	sole		
	flounder		

What are those ? Those are fishes

What is that ?	That is a fly	}	insects
	moth		
	butterfly		
	beetle		
	ladybird		
	caterpillar		
	cricket		
	etc.		

What is that ? That is a frog	}	reptiles
toad		
lizard		
adder		
snake		
viper		

What is that ? That is a man	}	persons people	
woman			
children {			boy
			girl
			baby, infant

What are those ? Those are people

What is that ? That is an apple	}	fruits
a pear		
a plum		
an orange		
a lemon		
a bunch of grapes.		
etc.		

What are those ? Those are fruits

What is that ?	That is a potato	}	vegetables
	a cabbage		
	parsley		
	a carrot		
	a turnip		
	celery		
	etc.		

What are those ? Those are vegetables

What is that ?	That is a rose	}	flowers
	pink		
	lily		
	violet		
	peony		
	tulip		
	crocus		
	etc.		

What are those ? Those are flowers

What is that ?	That is an oak-tree	}	trees
	elm		
	poplar		
	chesnut		
	willow		
	ash		
	beech		

What are those ? Those are trees
 Those are shrubs
 Those are plants
 Those are weeds
 Those are water-plants
 Those are sea-weeds

EXERCISE 43.

Who made	The carpenter made
the tables ?	the tables
chairs	chairs
forms	forms
cupboards	cupboards
	etc.

Who made	The clock and watchmaker made
the clock ?	the clock
watch	watch

Who made	The tailor made
the coat ?	the coat
trousers	trousers
waistcoat	waistcoat
over-coat	over-coat
breeches	breeches
etc.	etc.

Who made the hat ?	The hatter made the hat
cap	cap

Who made	The boot-maker (or the boot and shoe-maker)	made the boots
	shoes	shoes
	slippers	slippers
	gaiters	gaiters

Who made	The jeweller made
the brooch ?	the brooch
ring	ring
locket	locket
chain	chain
bracelet	bracelet
necklace	necklace

Who made	The dressmaker made
the dress ?	the dress
frock	frock
apron	apron
mantle	mantle
cloak	cloak

Who made	The bonnet-maker (or milliner)
the bonnet ?	made the bonnet
hat	hat
cap	cap

Who built	The coach-builder built
the carriage ?	the carriage
chaise	chaise
dog-cart	dog-cart

Who built	The house-builder built
the house ?	the house
cottage	cottage
villa	villa
palace	palace

Carpenter, clock-maker, tailor, dressmaker, hatter,
 bonnet-maker, boot-maker, jeweller, coach-
 builder, house-builder (people).

Who made the people? I do not know

EXERCISE 44.

What is that ?	That is the sky
	sun
	moon

What are those ?	Those are the stars
------------------	---------------------

What is that ?	That is water
	fire
	earth
	air
	(wind)

Who made the people ?	God made the people
animals	animals
birds	birds
fishes	fishes
insects	insects
reptiles	reptiles

Who made the sky ?	God made the sky
sun	sun
moon	moon
stars	stars
earth	earth

Who made the water ?	God made the water
earth	earth
fire	fire
air	air
(wind)	

Fruits grow out of the ground

Vegetables	„	„
Flowers	„	„
Trees	„	„
Plants	„	„
Shrubs	„	„
Weeds	„	„

Who makes the trees to grow ?
etc.

Who made all people ? God made all people
 living things living things

Who makes things ? People make things

Who made you ? God made me
 me you

etc.

Where do people live ? People live on earth

Where is God (does God live) ?

God is in Heaven (lives above the sky)

God is good

Do you go to church on Sunday ?

Yes, I go to church on Sunday

Do I go to church on Sunday ?

Yes, you go to church on Sunday

Why do we go to church ?

We go to church to pray to God
 (speak with)

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; times

ngs

! ear:

he sh

Sum:

Sum:

to G.
with)

—
P.

